

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



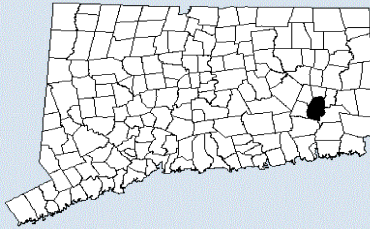
Norwich Free Academy District

860-887-2505

District Information

Grade Range	9-12
Number of Schools	4
Enrollment	2,324
Per Pupil Expenditures ¹	N/A
Total Expenditures ¹	N/A

¹Expenditure data reflect the 2012-13 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,249	53.7	48.3
Male	1,075	46.3	51.6
American Indian	42	1.8	0.2
Asian	180	7.7	4.6
Black or African American	336	14.5	12.9
Hispanic or Latino	314	13.5	21.2
Pacific Islander	*	*	0.0
White	1,428	61.4	58.4
Two or More Races	*	*	2.3
English Language Learners	154	6.6	5.7
Eligible for Free or Reduced-Price Meals	559	24.1	37.3
Students with Disabilities ¹	278	12.0	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	401	33.0	128	10.3
Male	306	28.8	187	17.0
Black or African American	83	25.3	90	26.6
Hispanic or Latino	110	38.5	76	24.5
White	456	32.1	129	9.0
English Language Learners	32	19.9	22	13.6
Eligible for Free or Reduced-Price Meals	254	30.8	197	23.0
Students with Disabilities	86	32.6	90	31.1
District	707	31.0	315	13.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 19

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	139.9
Paraprofessional Instructional Assistants	10.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	9.5
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	18.0
School Nurses	4.5
Other Staff Providing Non-Instructional Services/Support	87.6

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	3	1.5	1.0
Black or African American	9	4.6	3.5
Hispanic	5	2.6	3.6
Native American	0	0	0.1
White	177	91.2	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.9	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	38	11.5	87	23.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	8	4.3	22	12.6
Students with Disabilities	0	0	0	0
District	57	10.1	128	22.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	N/A	N/A
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	N/A	N/A
Other Health Impairment	N/A	N/A
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
District	N/A	N/A
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	0	0	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	0	0	0.4
Learning Disability	0	0	4.2
Other Health Impairment	0	0	2.5
Other Disabilities	0	0	1.0
Speech/Language Impairment	0	0	1.9
All Disabilities	0	0	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	N/A	N/A	N/A
Instructional Supplies and Equipment	N/A	N/A	N/A
Improvement of Instruction and Educational Media Services	N/A	N/A	N/A
Student Support Services	N/A	N/A	N/A
Administration and Support Services	N/A	N/A	N/A
Plant Operation and Maintenance	N/A	N/A	N/A
Transportation	N/A	N/A	N/A
Costs of Students Tuitioned Out	N/A	N/A	N/A
Other	N/A	N/A	N/A
Total	N/A	N/A	N/A

Additional Expenditures

Land, Buildings, and Debt Service	N/A	N/A	N/A
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	N/A	N/A	N/A
Noncertified Personnel	N/A	N/A	N/A
Purchased Services	N/A	N/A	N/A
Tuition to Other Schools	N/A	N/A	N/A
Special Ed. Transportation	N/A	N/A	N/A
Other Expenditures	N/A	N/A	N/A
Total Expenditures	N/A	N/A	N/A

PK-12 Expenditures Used for Special Education	N/A	N/A
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	N/A	N/A
State	N/A	N/A
Federal	N/A	N/A
Tuition & Other	N/A	N/A

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
English Language Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Eligible for Free or Reduced-Price Meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
High Needs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	88.3	504	88.3
Curl Up	N/A	N/A	N/A	85.1	504	85.1
Push Up	N/A	N/A	N/A	66.1	504	66.1
Mile Run/PACER	N/A	N/A	N/A	56.5	504	56.5
All Tests - District	N/A	N/A	N/A	42.9	504	42.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	91	71.4	76.3	No	78.1
Hispanic or Latino	95	70.5	74.1	No	76.1
English Language Learners	34	85.3	91.8	No	92.0
Eligible for Free or Reduced-Price Meals	229	71.2	75.9	No	77.7
Students with Disabilities	107	49.5	64.3	No	67.3
District	615	81.1	83.4	No	84.4
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	62.1	189	30.7
Male	49.6	148	28.1
Black or African American	36.9	14	8.8
Hispanic or Latino	38.8	20	13.2
White	62.8	252	36.1
English Language Learners	28.6	8	12.7
Eligible for Free or Reduced-Price Meals	37.8	55	15.3
Students with Disabilities	*	*	*
District	56.4	337	29.5
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	76.6	86.8
Male	67.7	84.0
Black or African American	53.2	*
Hispanic or Latino	72.1	70.4
White	77.1	87.0
English Language Learners	64.1	*
Eligible for Free or Reduced-Price Meals	65.8	76.3
Students with Disabilities	46.7	78.8
District	72.7	85.6
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Narratives

School District Improvement Plans and Parental Outreach Activities

The NFA Strategic Plan is the formal program of school improvement. The multi-faceted plan focuses on four interrelated areas: Academic Success, Team Synergy, Institutional Stewardship, and Community Engagement. The strategic goals have been identified and are being addressed by members of the school administration, governance board, and faculty.

The Special Education Department is working more closely than ever with the general education program to increase inclusion opportunities for our students across campus and to support teachers in developing/sharing methods of ensuring success for all members of our diverse population in their classrooms. We increased the support available to the inclusion process by welcoming to campus interns who have an educational background in areas as diverse as English, history, math, science, and business. The interns work in classes where students are most likely to be in need of additional support. Additionally, we have a literacy lab and a math lab. The labs are staffed each period with adults with educational backgrounds in English and math.

Several initiatives or programs are available to NFA students in an effort to reduce truancy. Each building is staffed with an attendance secretary whose job it is to track student attendance and communicate daily with the parents or guardians of any student who is absent.

We have a variety of educational programs available to students, thus increasing the chances of academic success for all students. For example, we run both a traditional school day program and an afternoon/evening program for students who have difficulty in the day program. We have an alternative program at a nearby campus for students who might need a smaller program than we offer on the main campus. That program serves approximately 70 students, allowing for a more intimate setting for students who might struggle with our expansive campus.

Additionally, we have a variety of support personnel available to students, including multi-lingual intervention specialists, social workers, school psychologists, a medical center, a school-based health center, and weekly visits from a representative of the Department of Children and Families. We also partner with the Families with Service Needs board.

Several school committees examine ways to improve the educational outcomes for students, particularly those who are in danger of failing or have already begun a pattern of failing classes in their early high school years. The committees routinely make recommendations for improvement, and continually strive for improved outcomes for students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

NFA's student population is approximately 40% minority. As a regional high school, our students also represent towns of various DRGs, illustrating the economic range of our population. All students are included in all facets of academic and social life. We value and support our diverse community.

The NFA Diversity Office personnel coordinate and support multicultural efforts. The program personnel specifically address the academic achievement of students of color and ELL students. The program also focuses on community-building. The Diversity Office collaborates with various clubs, offices, and departments at NFA and with the larger community to promote multiculturalism. The office provides diversity training to staff and students to increase the knowledge of our various racial and ethnic groups and to facilitate communication among all groups. We offer leadership training for students of color to enhance their role in the school and the larger community. The diversity office also collaborates with the Student Advisory Board to offer a diversity program for future students from our sending districts.

The Diversity Office works with the Guidance Department to increase the number of students of color that take the SAT and/or ACT. The office facilitates annual visits to colleges for students of color. We assist students with transition opportunities by offering career-oriented programs at our school. The office also works with the Athletic Office to sponsor a mentoring program for student athletes and to assist in increasing the number of minority coaches and the number of minority students participating in athletics.

Priority continues to be given to assisting NFA families that struggle economically. All families are provided with application information for the subsidized lunch program. Students are also assisted financially with meeting any expenses related to NFA courses, College Board testing and fees for college courses given at NFA.

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Equitable Allocation of Resources among District Schools

NFA is a school district consisting of only one school. Equitable allocation of resources among schools does not apply to our district.